

# Childminder report

<b>Inspection date</b>	14 August 2019
Previous inspection date	6 March 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> Previous inspection:	<b>Good</b> Inadequate	<b>2</b> 4
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The childminder has made good progress since her last inspection. She has sought advice from her local authority support worker and acted on their suggestions to successfully raise the quality of her provision. The childminder is a forward-thinking, reflective practitioner. She sets realistic targets for improvement and strives to achieve high standards of care and learning for the children who attend.
- The childminder works closely with her assistant. She observes her assistant as she works with the children and provides supervision meetings and appraisals to help her continually enhance her practice. The childminder and her assistant identify and attend additional training that helps them to raise the outcomes for children and develop their professional expertise.
- Partnerships with parents are strong. The childminder shares information with them and values their feedback. Parents are provided with information about their child's next steps in learning. The childminder also provides parents with activities, such as home-learning challenges, to help them to continue children's learning at home.
- Children interact positively with the childminder. They seek her out for reassurance and a cuddle if they are tired or unsure. The childminder gives children time to become accustomed to visitors and to join in activities when they are confident to do so.
- The childminder completes termly trackers to accurately assess children's stages in learning and to help her to identify any gaps. She uses this information to seek additional support from other professionals and to plan activities that support children's ongoing learning.
- Children who speak English as a second language are supported very well. The childminder has introduced innovative ways to help her to communicate with children and their parents. This includes the use of an electronic translator.
- At times, the childminder intervenes too quickly and does not provide children with enough time to try to complete activities for themselves.
- Sometimes, children are distracted by background noise, such as the television, which detracts from their participation in activities.

## What the setting needs to do to improve further

**To further improve the quality of the early years provision the provider should:**

- provide children with time to try to do things for themselves before intervening
- reduce background noise to further enhance children's participation and enjoyment in activities.

### Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector spoke with the childminder and children at appropriate times during the inspection, and carried out a joint evaluation of the teaching and learning with the childminder.
- The inspector viewed the areas of the childminder's home used by children.
- The inspector looked at relevant documentation, including policies and children's records.
- The inspector took account of parents' views through written feedback provided.

#### Inspector

Rebecca Johnson

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The childminder has an extremely robust knowledge of the signs that may indicate that a child is at risk of abuse or neglect. She has attended safeguarding training to improve her knowledge. This includes wider safeguarding issues, such as forced marriage and children being drawn into extreme situations. She fully understands the procedures to follow should she have any concerns. The childminder is vigilant in making sure that the premises are safe and secure. For example, she has in-depth risk assessments in place to ensure the safety of children while current building work is taking place to her home and garden. The childminder has a good working knowledge of the requirements that she needs to meet. She uses this knowledge to remind other childcare professionals that they need to share information about children for consistency of care and learning.

### Quality of teaching, learning and assessment is good

The childminder plans a range of interesting activities based on children's individual stage of development and learning styles. Children thoroughly enjoy a painting and sticking activity. They stick pictures of bugs onto paper and younger children relish making marks with paint. The childminder skilfully extends children's learning as they play. Children listen to a story about three pigs and the childminder encourages them to use toy bricks to build a house. She introduces mathematical concepts as she asks children about the size of their house. Children describe them as being 'big' and 'high'. They repeat familiar phrases from the story as they 'blow their house down'. Children learn about the outside world. They excitedly watch the refuse collection workers and know that the lights on the bin lorry are orange. They talk about the rain and watch in awe as it bounces off the childminder's car.

### Personal development, behaviour and welfare are good

The childminder teaches all children, even the youngest, about how to keep themselves safe. She explains to children who are teething why they should not walk round with the bricks in their mouths and gives them a soother to chew instead. Children walk up and down the stairs safely. They know to hold the rail when they walk upstairs and to come down on their bottom. Children's health is given high priority. They regularly participate in outdoor activities to develop their physical skills. They enjoy healthy foods, such as raspberries, strawberries and blueberries, and older children skilfully spoon the mixture of fresh fruit into their bowls. Children's behaviour is very good. The childminder acts as a positive role model. She provides clear explanations to help children to share and play nicely together.

### Outcomes for children are good

Children make good progress from their individual starting points. They are becoming confident learners who are eager to take part in activities. They develop their imagination as they play in the role-play area. They dress up, pretend to put nappies on teddy bears and rock the dolls to sleep. Children enjoy looking at books. They turn the pages and recall familiar phrases which they repeat to their friends. Children are prepared well for the next stage of their learning, including the move on to school.

## Setting details

<b>Unique reference number</b>	EY543887
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10101051
<b>Type of provision</b>	Childminder
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childminder
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	8
<b>Date of previous inspection</b>	6 March 2019

The childminder registered in 2017 and lives in Wolverhampton. She operates all year round from 7.15am to 5.15pm, Monday to Friday, except for bank holidays and family holidays. The childminder holds an appropriate qualification at level 3. She provides funded early education for two-, three- and four-year-old children. The childminder works with an assistant.

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Piccadilly Gate  
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